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ABSTRACT

Staff development at Project Development through Adventure Responsibility and Education (D.A.R.E.), an outdoor experiential education program for troubled youth, administered by the Ontario Ministry of Community and Social Services, Children's Service Division, stresses three components: the selection process, training progressions, and evaluation. Because most individuals associated with the program have an "on the line working life of approximately two years," staff recruitment must be continuous and is directed toward universities, community colleges, "outdoor enthusiasts," and childcare workers where D.A.R.E.'s services are generally known. Staff training, designed to acclimatize staff to the physical plant, geographical area, and natural resources available, consists of six stages: 2-3 day observation period; rookie staff training focusing on program components, outdoor skills and basic procedures, and a training school visit; staff meeting covering procedures, manuals, Ministry policies and their implication; in-service training; staff training stressing winter activities and safety; and staff and program evaluation and recommendations. Formal and informal feedback encourages staff awareness of their role and permits administrators to identify contributions and problem areas of their staff so appropriate measures can be applied. Appendices include an applicant outdoor skills checklist, three staff training calendars, and a staff assessment form. (AW)

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STAFF DEVELOPMENT:

"Developing a top-notch staff in an outdoor wilderness program is similar to building an orchestra. It is a long process that takes years, perhaps a lifetime: one section progresses, individuals change and improve, and finally the total group becomes a team."

Rob Dawson
Program Co-ordinator

RC 012921

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A paper given at the Annual Conference for Experiential Educators in St. Louis, Missouri in September 1978.

STAFF DEVELOPMENT

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INTRODUCTION

What is an organization? An organization is PEOPLE! People working together, towards a common goal. No matter how one observes any organization, its base is its revolution around its personnel. Outdoor programs depend upon their staff, who form the most vital cogs in the organizational wheel. If the staffing model collapses, the result must be the re-invention of the wheel.

How is a strong organization built? Theorists have numerous hypotheses about the answer to this question. At Project D.A.R.E. our solution is the development of our human resources. It is our goal to attract quality people and train them to deliver the product which we demand. This task is endless and requires time, patience and energy. It's like building a good symphony: the orchestra matures as the musicians grow and quality of the tunes improves accordingly.

This paper will look at the development of staff at Project D.A.R.E.: the selection process, training progressions and evaluation components.

STAFF SELECTION

The first step in beginning to assemble a quality programming unit is to select individuals that have workable potential and strong motivation. The selection process is given high priority, as it is considered that a dedicated staff is the key to an organization's success. If poor choices are made initially, then personnel limitations inhibit the attainment of organizational goals.

At Project D.A.R.E., the media is not utilized for advertising, as it is very expensive and usually results in the application by a large number of individuals that are 'mis-motivated' to work with our clientelle. D.A.R.E.'s profile in the province is at a level, that persons interested in dedicating their lives to troubled youth usually are cognizant of the opportunities available. As a result, recruitment is directed towards:

a) Universities
b) Community Colleges
c) "Outdoor Enthusiasts"
d) Childcare Workers

The selection process at Project D.A.R.E. is the following:

STEP 1 - Application; Personal Resume; Skills Check List

STEP 2 - Screening Interview

STEP 3 - Checking of Applicant's history via Application Blank and Biographical information, as well as references

STEP 4 - Job Acquaintance - 2 or 3 days

STEP 5 - Interviewing

STEP 6 - Physical Examination

STEP 7 - Over-all Rating

The selection date for the available position (s) will be known. Successful candidates will be notified by telephone and unsuccessful candidates will receive written acknowledgement.

The information received by STEP 1 of the process will allow the D.A.R.E. Staff Selection Committee to decide if STEPS 2-7 should be pursued. The application form is a standard Ministry document and the Outdoor Skills Check List has been developed by the writer, to provide specific information about the candidate's outdoor expertise. A copy of this checklist is enclosed in Appendix A.

A new staff member must:

a) possess nc prior criminal record

b) possess a Class F Ontario Driver's License

c) receive Medical clearance by a physician

d) volunteer to attend the Rookie Staff Training Session

Staff development commences with our selection process. It is conducted in a professional manner, yet, with a minimum of stress. It's importance to our organization is radiated to applicants. The procedure is lengthy, which promotes consultive interaction from other staff at D.A.R.E. as well as within the Staff Selection Committee. It provides the applicant with a sufficient time interval during which he/she can investigate our organization, assess the community living situation, and make personal decisions and commitments. The long process also

discourages some applicants, who have not put adequate thought into this career opportunity, while not exerting undue pressure on the serious candidate.

An intrigal concept that must be present in the organization, is the support and cognizance by all staff of the priority of staff selection. Administrative support must be solid. Without this base, the process is doomed.

The Staff Selection Committee at Project D.A.R.E. is composed of 2 Chief Instructors and the Program Co-ordinator. These members are well aware of the program needs, working conditions, etc. through direct "line experience" and each is required to attend a Specialized Management Training course on Interviewing Job Applicants. The Committee operates as a team with the Program Co-ordinator performing the bulk of communication with applicants and final interviews, while the Chief Instructors are responsible for the Job Acquaintance, and Screening Interview components.

The interviewing process at Project D.A.R.E. is somewhat standardized and explores the following characteristics of a candidate:

1. Work Experience
2. Education
3. Social Pursuits
4. Hobbies
5. Early and Present Family Background
6. Economics
7. Health
8. Philosophy
9. Ambitions

The interviewer writes a brief report on the interview with a rating regarding candidacy. This report is maintained for future consideration.

Before commencing the selection process, an assessment of an organization's needs is essential. Many factors impinge on this variable, however, one of the most difficult in outdoor wilderness programs, is receiving concrete commitments from present staff regarding their future employment endeavours. Often, the position has been a stepping stone for an adult, or a decision making period regarding career aspirations, and present staff are frequently tormented by the decision regarding their personal futures. This indecisiveness has caused much difficulty for our organization and the implementation of strict timelines have proven to be an asset. Our termination of contract dates are Decmber 30th and June 30th, and a one month notice is required. If a resignation is necessary between these dates, then the staff member must work until a replacement is recruited, trained, and ready to replace the resignee. However, management must be prepared for extenuating circumstances. Often, retired staff are requested to direct recruits in our direction, and this approach has been successful.

In conclusion, the selection of staff is a time consuming and costly endeavour. The natural solution is to attempt to maintain an outdoor wilderness program's personnel, however, it is our recognition that most individuals have an "on the line working life of approximately 2 years", before a change is required.

Consequently, staff recruitment must be ongoing and a competent personnel file and tracking system of high quality people should be maintained. It is too easy to give this process low priority.

STAFF TRAINING

A primary objective of any organization is to be consistent in its product output and an outdoor wilderness program is no exception. Before a valid evaluation of a program can be undertaken and before outdoor wilderness programming is recognized as a legitimate treatment therapy, it must be able to replicate its programming results. This can only be achieved through the development and training of the competent staff that have been selected.

The purpose of the staff training process is to orient and acclimatize the staff to the physical plant, geographical area and the natural resources available. Staff members are molded into a team with acquaintance and cohesion, and form a solid communication base. The most basic function of job preparation is at the root of the process, and its components, content and presentation are planned carefully.

At Project D.A.R.E., staff training encompasses 10% of our working period. It is structured to be both a mentally and physically stimulating time. Its cost is high, but the benefits are visible and measurable. It tends to alleviate the "chronic disease of outdoor programs" known as "burn-out"

and motivates individuals to perform their tasks with enthusiasm and dedication. Service employment with troubled youth results in numerous anxieties and frustrations which are frequently misdirected. Staff training sessions allow communication time for both program and support staff to mingle in a relaxed, non-pressure atmosphere. This professional development period is an opportunity for re-stimulation and team rebuilding, and tends to be a counter to parasitic feelings that are emitted by our clients during programming. New comers to the Project D.A.R.E. staff are provided with an additional bonus of ten days of Rookie Staff Training. Their insertion into sessions is an asset, as their enthusiasm and fresh perceptions are always welcomed. Staff development sessions should be geared to meet the needs of all staff. At Project D.A.R.E., attendance is mandatory, schedules are structured, and timelines are adhered to.

BASIC STAGES OF STAFF TRAINING PROCESS

The first stage occurs during the Staff Selection process when the candidate spends two-three days observing the program in action. This job acquaintance period permits the prospective new staff to gain an understanding of the job responsibilities while being introspective and questioning personel strengths and weaknesses. Frequently, during the selection process, further training will be recommended in preparation for the position eg: specific outdoor skills, child care counselling, etc. Prior to commencing work, an individual must possess an Ontario Driver's License Class F

and is advised to have completed a R.L.S.S. Bronze Medallion course or equivalent.

The second stage is our Rookie Staff Training, which occurs during August. Attendance at this orientation is compulsory for new staff. An example is included in Appendix B. The ten day session is for newly hired staff only and is presented by the Program Co-ordinator and the Chief Instructors. It focuses upon the program components, outdoor skills and basic procedures of the organization, and usually includes a visit to one or more of the training schools in the province. The course is often a reliable gauge of our staff selection and allows leadership to blossom. To the senior staff, it serves to give further insight into the personnel joining the organization and allows them to acclimatize unthreatened, while forming strong interpersonal relationships.

At the beginning of September, returning Program staff, support personnel and newcomers participate in the major fall training session. This third stage of our Instructor development process emphasizes basics: procedures, manuals, Ministry policies and their implication. Numerous staff share their expertise and specialists are contracted to make professional presentations in their particular fields. The philosophy, purpose, and objectives of the forthcoming programs are discussed. See Appendix C for an example copy.

The fourth stage of our development program is commonly referred to as In-Service Training. It is ongoing, individualistic, and differentially oriented. The teaming of our program staff exemplifies these concepts as experienced staff are teamed with newcomers. Compatability and staffing balance are essential and the rotation of working team members helps to facilitate peer learning. In-service Training is very effective and meaningful to the individual. Retension is longer and motivation is superior, as applicability has relevance to the learner. Personnel are constantly encouraged to attend skills sessions, child care courses, etc. sponsered by other agencies. Individuals tap the proficient skill resources of some of the veterns on a one to one basis. Instructors are given financial support to attend at least one related conference per year. Also program staff are rotated into other support positions in an effort to give a broader perspective of the organization while providing an often needed change of pace. Between programs, sessions are delivered, such as half day seminars by guest speakers or specialists. Feedback from fellow staff, clients, and supervisors is a key component and will be discussed at length later in this paper. A strong in-service component is a positive morale builder.

Winter Staff Training is the 5th stage of the process. An example timetable is included in Appendix D. This session is for all staff and occurs at the beginning of January. It is directed towards winter skill activities and cold

weather safety and is usually seven days in length. It is a mid-year regrouping time for all staff and a period to work out logistical and communication problems that may have been overseen. Guest speakers add a refreshing component to this session and numerous meetings occur. Specialized safety sessions on topics such as Hypothermia, Frostbite, and Cardio-Pulmonary Resuscitation, are presented.

At the conclusion of June, the sixth and final stage of training takes place. It is short as staff are tired. Loose ends are tied up and program delivery is evaluated. Preparations are made for the Fall and suggestions for future training sessions are formulated. Peer evaluation and self-evaluations occur, and recommendations are made for individual professional development during the summer break. This two day session is the culmination of a year of team work and the output is productive.

To work in an outdoor wilderness adventure program is an experience which is difficult to compare to others. Staff must be prepared and an effort must be made to develop people so that they are equipped to deliver the program product. Staff training is a major component of personnel development and without it, dissatisfaction and program failure are imminent.

STAFF FEEDBACK

Every member of an organization has a desire to know what is thought of his/her job performance. Shunning and ignoring an employee is an insult. Employee appraisals are vital to quality worker development and the essence of a solid relationship between management and employees.

At D.A.R.E. feedback is a two way process:

1. Staff ——→ Administration
2. Administration ——→ Staff

A permanent administrative staff at Project D.A.R.E. provides consistency, performance, stability, and planning guidance. Their roles and responsibilities are clearly outlined like any organization, however, an emphasis is made to break down formal barriers as much as possible. As essential feature is to maintain open communication from program staff to the administrators. This is achieved by the constant availability of the Program Co-ordinator and other administrators, and daily communication pursuits. It is important that all staff be kept abreast of the changing trends in treatment and rights of children in our province and Ministry policy revisions. General staff meetings are held monthly with compulsory attendance. These meetings commence with an information delivery session regarding the organization as a whole, a logistical problem solving period follows involving all departments and an open forum feedback session concludes the gathering. The

basis for feedback from staff to administration is openness and trust. Trust by staff is essential so that administration can make developments and have room to operate. The conduct and integrity of staff members is of utmost concern.

Feedback must be regular, consistent and honest, and be placed in proper perspective with the working conditions of the period in consideration. Informal feedback is continuous by all staff and maintains this honest professional base. Instructors appraise each other. Chief instructors and the Program Co-ordinator evaluate all staff constantly. At the conclusion of each program, the team meets and debriefs formally, and discussed program delivery, their approach and the role of each member. At this time, the Chief Outdoor Recreation Instructor counsels each staff individually regarding his/her progress. The formal component is written bi-annually, and includes a self-evaluation and an observer appraisal by the Chief Instructor or Program Co-ordinator. Each of these are discussed in detail. A copy is included in Appendix E.

The formal/informal nature of feedback is of benefit to both parties involved: to staff members, it allows them to be aware of their role in the overall program on a continuous basis; to administrators, it permits them to identify both the contributions and problem areas of their staff so that appropriate measures can be applied.

The purpose of formal written appraisals is to evaluate a given individual's progress during a particular time span. It may serve as a written reference for future use and should promote communication. After discussion, it should permit both parties to be knowledgeable of the strong points and weak ones of the employee and how to improve these. When appraising a staff, some important considerations are:

1. The work of the staff is compared with other staff doing similar type of work.
2. A person is rated on his typical performance.
3. Each factor is rated separately.
4. Comment as frequently as possible (particularly on very high or very low appraisals.)

The basis of an organization is people working together to achieve a common set of goals. Communication is essential and must be consciously worked upon. Feedback is an important process both horizontally and vertically in any organization and must be treated with honesty and respect. It's like an orchestra, if the musicians are not playing together and working on the same sheet of music, then the output is not tolerable.

APPENDIX A

Name: _____

Date: _____

Skills Related to Project D.A.R.E.

(Circle the appropriate category or respond accordingly)

1. Assess your canoeing level: Unskilled Skilled Competent Expert

2. State canoe tripping experience:

_____

_____

_____

_____

_____

3. Evaluate your level of orienteering:

No experience Novice Skilled Expert

4. Have you participated in any O.O.A. Meets? Yes No

If yes, state date and location of Meet:

_____

_____

5. Assess your backpacking skill:

Unskilled Skilled Competent Expert

6. State backpacking experience:

_____

_____

_____

_____

_____

7. a) Outward Bound Programme Experience: Yes No

Date: _____

Location: _____

Course Emphasis: _____

b) N.O.L.S. Experience Yes No

Date: _____

Location: _____

Course Emphasis: _____

8. Assess your winter camping experience: None Poor Fair Good

Number of Nights of Camping:_____

Dates of winter camping:_____

Location:_____

9. Other Seasonal Camping Experience:_____

Spring:_____

_____

_____

Fall:_____

_____

_____

Summer:_____

_____

_____

10. Assess your Whitewater Canoeing Skill:

Novice Experienced Expert

11. State River Canoeing Experience (location & time of year)

_____

_____

_____

_____

_____

12. Formal Swimming Qualifications:_____

_____

_____ Expiry Date:_____

If no formal qualifications, please respond:

a) How far can you swim?_____

_____

b) Evaluate your water safety & Life Saving knowledge:

None Poor Fair Good

13. State your Rock Climbing Experience: _____

_____

_____

_____

_____

_____

14. State your Rock Climbing Instructing Experience: _____

_____

_____

_____

_____

15. Evaluate your Cross Country Skiing ability:

None Beginner Intermediate Advanced Racer/Coach/Instructor

State C.S.A. Tour or Race Experience: _____

_____

_____

_____

Have you ever ski-toured for longer than two days? Yes No

16. Assess your Snowshoeing skills: Inexperienced Poor Fair Good

17. Assess your Sailing Skills:

No Experience Novice Intermediate Advanced

Type of Boats sailed: _____

_____

"Big Water" Sailing Experience: _____

_____

18. Evaluate your Kayaking Skill: Beginner Intermediate Advanced

Type of Boats paddled and Location: _____

_____

_____

19. Knowledge of Wild Edible Plants: None Fair Good Excellent

20. Knowledge of Initiative Tasks: None Fair Good Excellent

21. Woodsmanship/Campcraft Skills: Poor Good Expert

22. State First Aid qualifications: _____

_____

_____

_____

23. State Residential Camp Experience: _____

_____

_____

_____

_____

_____

24. Have you experienced a "solo" Yes No

If "Yes", please give details: _____

_____

_____

_____

_____

25. Personal Fitness Level: Poor Fair Good

Are you Overweight? _____

Have you any physical disabilities? _____

_____

How far can you run? 1 mi. 2 mi. 3 mi. 5 mi.

26. Do you play any musical instruments? Yes No

If yes, please specify: _____

_____

27. Other skills which you possess, which you feel are relevant to a camp setting:_____

28. How well do you understand group dynamics?_____

Medical Information:

1. Date & nature of last serious illness:_____

2. Any precautions or worries as to health?_____

   Describe briefly:_____

3. Do you have any disability which would hinder full participation in a vigorous outdoor programme?

   If yes, please specify:_____

4. Are you willing to undergo a medical examination?_____

5. Do you have any allergies or "medical alerts"? Please specify:_____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY AUG. 9	THURSDAY AUG. 10	FRIDAY AUG. 11	SATURDAY AUG. 12
			Voluntary Run 8:00 Breakfast 9:00 Documentation Staff Issue 12:15 Lunch 13:15 Running Tour Wall & Beam Group Initiatives Swim Screen The swing WELCOME WALK	Return for Breakfast 8:00 Breakfast 9:00 Debriefing & trip G.L.O. 12:15 Lunch 13:15 Procedures Session: Waterfront Vehicles Radios QM., Stores, Kitchen 15:15 Kayaking Skills 17:15 Supper 18:15 D.A.R.E. slide presen- tation D.A.R.E. objectives & philosophy	6:30 Run & Dip 8:00 Breakfast 9:00 Orienteering I 12:15 Lunch 13:15 OBSTACLE COURSE 17:15 Supper 18:15 Pole Climbing	6:30 Run & Dip 8:00 Breakfast 9:00 Canoeing SKILLS 12:15 Lunch 13:15 AERIAL COURSE 17:15 Supper 18:15 Procedures Manual 20:15 PARTY AWE
		Arrive in evening				

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AUG. 13	AUG. 14	AUG. 15	AUG. 16	AUG. 17	AUG. 18	
6:30 Run & Dip 8:00 Breakfast 9:00 ORIENTEERING II 12:15 Lunch 13:15 Procedures Session: Program Offices Reports: A&I L&D B.R. Assessments Dorm Log & Tuck Log AWOL Procedures Ward Transport 16:00 Voyageur canoeing 17:15 Supper 18:15 Flying Fox G.L.O.	6:30 Run & Dip 8:00 Breakfast 9:00 SAILING 12:15 Lunch 13:15 Backpacking Compass Hike to O.V. cabin (Explore Goose- egg Lake - Climbing Site - Beautiful Lake area) Overnight at O.V. Cabin	6:30 O.V. Obstacle Course Compass Hike to 27 Mile Lake Cabin (Explore 27 Mile Lake area) Evening Programs while at Cabins (Crafts & Knots) Overnight at 27 Mile lake cabin	6:30 Blair's Delight 8:00 Breakfast Hike back to Wendigo base. 12:15 Lunch 13:15 Debrief Cabin - Hike 15:15 Fire Procedures 17:15 Supper 18:15 LOW INITIATIVES COURSE	6:30 Run & Dip 8:00 Breakfast 9:00 Mobile Tour of Loxton- Sausage - Smythe Crystal - Round L. areas Algonquin Park tripping regula- tions 12:15 Lunch 13:15 Gord: Future Changes & Perspectives at D.A.R.E. 15:15 OPEN TIME 17:17 Supper 18:15 Phase Policies	6:30 Run & Dip 8:00 Breakfast 9:00 Solo Duets Lone Watches Preparation & Sets 10:30 Basic Climbing intro. 12:15 Lunch 13:15 WRAP-UP	

APPENDIX C

SEPTEMBER STAFF TRAINING

Sept. 5-18/78

TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT.	SUNDAY	MONDAY
5 9:00-11:00 - All Staff Meeting 11:00 - 12:00) First 1:00 - 5:00) Aid M. Ambrose - Flynn Resuscitator - Emergency Equipment - First Aid Kits and Monitorization - Role of Medical area 6:00 - 8:00 p.m. - Evening Activity (T.B.A.)	6 8:00 a.m. - Depart for O.V. Cabin Rock Climbing Set-ups) Safeties)R. Chisnall Rescues)	7 9:00-Role of C.L.O. -Dickson & Lymburner 10:00 - 12:00 Activity Break 1:00 - 3:00 Group Homes - Al Guernsey 3:30-5:00 Role of Aftercare Officer - D. Pratt 6:00 - 8:00 Security at D.A.R.E R.Potter	8 9:00- Role of Special Programs - Boyce & Dawson 10:00 - Dealing with Aggressive Child - Dr. Keeling 1:00 - New Games - Lynn Ingham 3:00 - 5:00 - Follow up on Aggressive Child - Dr. Keeling 6:00-8:00 Res. & Eva.	9 St. John's Ambulance Standard First Aid Course M. Ambrose	10	11 9:00 Fire Prevention -R. St. Julian 1:00-5:00 Logistics/Procedures Dickson and Campbell 6:00-8:00 - Legislation re: Wards T.S.A.) J.D.A.)D. Pratt C.W.A.)
12 9:00 Safety Procedures on Aerial Course, Pole Climb, Obstacle Course, initiatives - R. St. Julian & J. Blair 1:00-5:00 Instructors Manual - Cardwell & Dawson 6:00-8:00 Instructors Manual - Cardwell & Dawson	13 9:00-11:00 - Stress & Fatigue at DARE - R. Dawson 11:00-12:00 Q.M., Stores, Kitchen -Ralph, Winnie & Fred 1:00-5:00 Dorm Prep. Prog. Prep.- J. Blair 6:00-8:00 Program Off & Role of the Head Supervisors - Fred Grasby	14 Dorm Prep.) Prog. Prep.)J. Blair Grouping)	15 DAY OFF	16 DAY OFF	17 DAY OFF	18 INTAKE DAY

APPENDIX D

JANUARY STAFF TRAINING

Wednesday, January 3	Thursday, January 4	Friday, January 5	Saturday, January 6
Intake Interviews Jim. B. – S.E. area Rob Dawson – S.W. area Bob Dickson – C.F.S. (3 o.r.i.s with Jim) (3 o.r.i.s with Rob) C.P.R. Course 9 – 12 1 – 5 M. Ambrose (6 O.R.I.s)	6 – 9 Shinny Hockey S.R. Arena 10 – 12 Feedback on Inst. Manual, Standards & Guidelines & Summer Safety Manual 1 – 5 C.P.R. Course 6 – 9 " " M. Ambrose (½ group) X-C skiing Cardwell/Dawson	9 – 12 Native Youth Counselling Barney Baptise, Exe. Director, Indian Friendship Centre 1 – 2 Film: Listen, Listen Listen 2 – 3 Winter Camping Procedures – R. Dawson 3 – 5 Snowshoeing Skills – J. Blair & P. Rabinovitch	Snowmobile Safety R. St.Julian (½ group) x-c skiing L. Ingham J. Blair (2 groups rotate)

Sunday, January 7	Monday, January 8	Tuesday, January 9	January 10	January 11
MUSKOKA LOPPET	9 – 12 Individual & Group Counselling Dr. Ken Keeling Metfors 1 – 2 New Games – Ingham 2 – 4 Ind. & Group Counselling (con't) 4 – 5 Film: Cold Can Kill	9 – 10 Hypothermia M. Ambrose 10 – 12 Staff Meeting (ORI) 1 – 2 Frostbite M. Ambrose 2 – 5 O.R.I. Meetings & Dorm Prep.	Sprucedale Intake Day	Regular Program Intake Day

APPENDIX E -

STAFF ASSESSMENT

Staff: _____

Date: _____

Period Worked: _____

Position: _____

	Yes	No	Comment
1. Knows the role and value of the program			
2. Plans and executes effectively			
3. Knows how to prepare and initiate instruction sessions			
4. Sets up a program appropriate to needs of specific group of students using concrete curriculum planning procedures			
5. Organizes work			
6. Communicates and interacts well with students			
7. Demonstrates flexibility by being able to initiate a variety of teaching modes			

PERSONAL CHARACTERISTICS RELATED TO O.R.I. POSITION:

Explanatory Notes

1. The ten attributes below are to be understood as captions for clusters of related qualities, rather than discrete, unidimensional characteristics.

2. The rating scale represents the following assessment levels: 1 - Very Poor, 2 - Poor, 3 - Fair, 4 - Good, 5 - Very Good 6 - Excellent, 7 - Outstanding, and a X in the box means that the co-ordinator feels he lacks data to give an evaluation on that particular dimension at this time.

1. Sense of committment (perceived)	1	2	3	4	5	6	7	____
2. Ability of work with others	1	2	3	4	5	6	7	____
3. Ability to handle frustrations	1	2	3	4	5	6	7	____
4. Concern for helping others	1	2	3	4	5	6	7	____
5. Scholarship (This refers to subject area, competence, academic background, and intellectual power.)	1	2	3	4	5	6	7	____

6. Organization (The degree to which the candidate is systematic, responsible, and professional.) 1 2 3 4 5 6 7 ____

7. Empathy (This relates to qualities of understanding, warmth, and friendliness.) 1 2 3 4 5 6 7 ____

8. Buoyancy (The extent to which the candidate manifests enthusiasm, vitality, and stimulation.) 1 2 3 4 5 6 7 ____

9. Originalty (The degree to which the candidate exhibits resourcefulness, adaptability, and creativity.) 1 2 3 4 5 6 7 ____

10. Leadership (This refers to qualities of self-reliance, forcefulness, self-possession, and personal magnetism.) 1 2 3 4 5 6 7 ____

Reason for Leaving: _____

Would you rehire: yes _____ no _____ if not, please explain: _____

Please rate staff member on the following:	below average		average	above average	
quality of work					
attendance					
co-operation					
initiative					
job knowledge					
care of equipment: a) personal					
b) camp					

Comments:

_____
Program Co-Ordinator